

HUMANITIES

NETWORK

Request for Proposals in Humanities Education

I. PURPOSE

The California Council for the Humanities, a state affiliate of the National Endowment for the Humanities, is again requesting proposals whose primary aim is the improvement of education in the humanities in California's schools. The primary audience of the Council's regular grants program remains the out-of-school adult public, but the Council desires to expand upon and go beyond the eight projects funded in 1984 under the Council's first Education Request for Proposal (RFP) [see Caitlin Croughan's progress report in this issue].

In his 1984 California Humanities Lecture, Dr. David Gardner, President of the University of California, stated that "there is at present a once-in-a-generation opportunity to assert the humanities' significance and to influence the course of the reform movement, to secure and, in some cases, recapture the place of the humanities in the education of our young people." The Council wishes to help schools and school districts take advantage of this opportunity. To this end, the Council plans to award grants in amounts up to \$30,000 in June 1986.

II. ELIGIBILITY

Any nonprofit organization, institution, or group (incorporated or tax exempt) may apply. We welcome proposals from school districts, colleges and universities, and organizations of school administrators, teachers, parents and students, whether or not it has applied to the Council for funding in the past.

III. "HUMANITIES"

Elementary- and secondary-school humanities curricula currently include courses in history/social studies, English and American literature, and foreign language study. The Council is bound by a Congressional definition of the humanities, which includes the following disciplines: "history, philosophy, languages, literature, linguistics, archaeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences employing historical or philosophical approaches." For purposes of this RFP, only the core humanities disciplines—history, literature, language study, and philosophy—are likely to be appropriate. Scholars from one or more of these disciplines must be included in the planning and implementation of all projects. *Proposals in the visual and performing arts will not be considered.*

IV. EXAMPLES

The Council does not seek to circumscribe or pre-judge the format of any proposal. It will, however, favor those proposals that encourage collaboration among universities, community colleges, and the schools. The Council seeks to fund projects that can serve as model programs throughout California, which economically and effectively strengthen the humanities as a priority in elementary- and secondary-school education and which are models of such excellence that they encourage schools, districts, and/or state agencies to see them widely adapted and adopted. Proposals that include plans for continuation after CCH funding is exhausted are therefore encouraged. In addition, all proposals must include plans to disseminate information about the project statewide.

Proposals should project a one- or two-year effort to begin in fall 1986. The Council would welcome projects that improve the humanities education of the state's minority groups, efforts that promote cooperation between the schools and institutions of higher education, projects that bring parents and students together around the humanities, programs that affect humanities curricula and textbook content, and programs that enhance teacher professionalism in the humanities disciplines. *This list is meant to be suggestive rather than definitive.*

The proposed project need not be freestanding to be considered a worthy model; those that build upon existing programs or find ways to connect or enhance existing programs are welcome. However, the aim is to develop models that are new in some significant respect, not merely detailed enrichments or quantitative extensions of current programs. We seek to challenge and to prime the imaginations of those who care about the humanities and elementary- and secondary-school education in California.

V. HOW TO APPLY

Contact the CCH staff early. Proposals must be submitted on CCH application forms (available from our offices) and according to CCH guidelines. Proposals must be received in the CCH San Francisco office by 5 p.m. on April 25, 1986. Announcements of awards will be made in mid-June.

SPONSORS MUST MATCH THE AMOUNT REQUESTED FROM CCH WITH AT LEAST AN EQUIVALENT AMOUNT IN LOCAL FUNDS OR IN-KIND GOODS AND SERVICES.

Please contact:

Katherine Kobayashi or Susan Crow
CCH
1052 W. Sixth Street, Suite 500
Los Angeles, CA 90017
213/482-9048

Caitlin Croughan
CCH
312 Sutter Street, Suite 601
San Francisco, CA 94108
415/391-1474

CCH Offers Proposal-Writing Workshops

Whether you are an experienced proposal writer or a beginner about to apply for the first time, the CCH workshops will teach you some techniques for writing more successful proposals. Even the best idea has trouble getting funded if you cannot put together a good proposal. *All CCH workshops are free.* Here is the winter 1986 schedule:

Los Angeles
Tuesday, February 18 (all categories)
Monday, February 24 (all categories)
Wednesday, February 26 (media proposals)
San Diego
Friday, February 28 (all categories)
San Francisco
Friday, February 21 (all categories)
Wednesday, February 26 (all categories)
Friday, February 28 (education RFP only)

Please call the appropriate office to sign up in advance. Call the Los Angeles office to reserve space in the San Diego workshop.

The Council's Tenth Anniversary Celebration last October had everything except a cake and candles. On the evening of October 17th, more than 150 guests, including scholars, benefactors, past and present Council members, and six of the Council's nine founders, gathered on the terrace of the Huntington Library in San Marino to honor the Council's anniversary and to renew old acquaintances.

Honored at the banquet for their contributions to public humanities were *Robert O. Anderson*, chair of the Atlantic Richfield Company, and novelist *Maxine Hong Kingston*, author of *The Woman Warrior* and *China Men*. *Art Seidenbaum*, Opinion editor of the *Los Angeles Times* and a former CCH board member, was honored as the 1985 California Humanities Lecturer and treated an audience of 250 to a fine lecture entitled "An Annual of Anniversaries."

Education Initiative Evaluation Conference

On October 16, the day before the celebration, 37 participants from eight projects funded by the Council's 1984 Education RFP gathered to discuss the progress of their projects (see this issue for announcement of a second Education RFP), and then adjourned in the afternoon to hear *Dr. Charles Muscatine* and a distinguished panel of academic administrators at the Claremont-McKenna College discuss the implications of the recent spate of reports on education. (We had hoped to reprint remarks from this conference, but a technician's error at the conference site rendered the audio tapes inaudible.)

News from Washington

In early December the Congress voted to reauthorize the National Endowment for the Humanities for five additional years through 1990, recommending level funding for 1986 and modest 3-4% increases for the agency in subsequent years. Scarcely two-weeks later, however, Congress reduced the FY'86 NEH budget (and that of many Federal agencies) by 0.6%, as part of a compromise required to get the 1986 budget package passed before Christmas recess. This small reduction was substantially increased in January when the first wave of cuts mandated by the Gramm-Rudman-Hollings Deficit Reduction Plan were announced, 4.3% from the budgets of all domestic agencies effective March 1, 1986.



Mrs. *Gail Wilson* personally delivered greetings from her husband, *Senator Pete Wilson*, and *Senator Alan Cranston* and *Governor George Deukmejian* also sent congratulatory messages. In addition, the Ahmanson Foundation, Atlantic Richfield Company, California Community Foundation, Carter Hawley Hale Stores, Inc., First Interstate Bank, and Times Mirror were generous sponsors of the celebration.

California Humanities Week

On October 2nd, *Governor Deukmejian* proclaimed the week of October 13-19, 1985 as "California Humanities Week" and during that week, the Council sponsored five satellite projects throughout the State: *The San Francisco Exploratorium* sponsored a film series of five CCH-funded films; the *Sacramento History Center* presented a comprehensive slide presentation; the *Graduate Program in Public Historical Studies* held a symposium on the humanities and rural California at U.C., Santa Barbara; the *Department of History at San Diego State University* sponsored a day-long conference on "California Women and the Humanist Impulse;" and the *Immaculate Heart Center* in Los Angeles hosted a miniconference using videotapes made during the 1984 "Fate of the Earth" project.

CCH Exhibit

An exhibit depicting representative projects funded by the Council in its first decade was created for the celebration. After being displayed at the Huntington Library, it traveled to Riverside where it stood in the City Hall until mid-December. The exhibit will next travel to Fresno for the week of February 9-15, 1986, which Congress has designated National Humanities Week.

The efforts of many people made the celebration possible, from those who planned, funded, and coordinated the immediate celebration to those who over the last ten years have given the Council so much to celebrate. The moment we took in October to reflect upon our achievements already belongs to the past; as the initiative and awards announced in this newsletter indicate, the Council is looking to the future.

As a result of these cuts, the National Endowment for the Humanities has notified CCH that its award for the 1986 fiscal year will be \$593,539, which includes a reduction of \$44,570 (7.5%) in funds available for grants. As I write, the President has not yet presented his 1987 fiscal year budget, but preliminary indications are that it will call for a cut in the NEH budget of about 9.1%. In past years, Congress has been more generous to NEH than the President's budget has, but concern about the deficit makes optimism hazardous.



The Council's work is made more difficult by such cuts, but in a time when difficult decisions are necessary, we continue to be grateful that though funding may be limited, the imaginations of California's scholars and project directors are not. In its second decade, the Council pledges to continue to provide the California public with the very best public humanities projects possible.

—James Quay

1984 CCH Education Initiative —A Progress Report

In October 1984, the California Council for the Humanities awarded \$260,644 to eight select projects designed to improve humanities education in California's secondary schools. One year later, on October 16, 1985, thirty-seven participants from those projects gathered at Claremont-McKenna College to offer the Council the benefit of their experience. In discussion, the group identified four major needs:

- 1) Incentives from university and college administrators to encourage members of their faculties to participate in the public schools;
- 2) School and district support to keep enrollments down and to create formats for integrated humanities instruction;
- 3) Outside funds to release teachers for additional instruction and summer seminars, to prepare field trips, and to invite guest lecturers; and
- 4) Better ways to instill in students an appreciation for the humanities and a sense of responsibility and discipline with regard to learning.

Participants advised the Council not to delineate the scope of its next Education Initiative, but to again trust those at the school sites to identify the problems to be addressed and the solutions to be attempted. They emphasized the importance of broad community participation in successful education projects and pointed to those attending the conference—community representatives, teachers, principals, instructors from every level of California higher education—as indicative of the necessary cross-section of participation. As a group they identified three challenges remaining for even the most successful projects: broader dissemination of their programs, the need to secure incentives to create or extend new programs, and the institutionalization of their successful model programs.

Finally, the group raised a question they could discuss only tangentially: the problem of how to reach the student who does not plan to continue on to college. Projects that enable students to meet stricter university admission requirements or that upgrade curricula to advanced levels do not reach these students, yet they are no less in need of what the humanities have to offer. The CCH looks to its next Education Initiative to attract proposals that will address this and other problems remaining in humanities education and anticipates that a 1987 Education Initiative Evaluation Conference will have solutions to offer humanities educators statewide.

CCH Associate Director Caitlin Croughan prepared this report on the progress to date of the original projects. You may find it useful to contemplate your own proposal, but keep in mind that the descriptions are offered as guides to be learned from and possibly improved upon, not as models to be slavishly imitated.

Valhalla High School "Planned Humanities Outreach System (PHOS)"

Valhalla High School is the site of one of the Humanists-In-Schools (HIS) projects funded by the Council. During the first two years, a single history scholar conducted an interdisciplinary, two-hour humanities course available to the entire student body. The program's third and final year of funding under HIS coincided with CCH's Education Initiative. The program's directors, Claire Tremaine and George Mentas, applied and were successful. They used the extra funding to increase the number of participating scholars to four (in history, classics, and literature) with additional resource people in the fields of history and criticism of the arts.

Students have visited a number of art museums in the Los Angeles area. They have viewed and discussed performances of the *Torch Bearers*, *Of Mice and Men*,

and the Old Globe's production of *A Midsummer Night's Dream*, and a school-sponsored Greek Festival, Renaissance Faire, and Creator's Show have allowed students to welcome their parents to performances, displays, debates and other special events commemorating their studies.

Interest in the program is growing. Valhalla has videotaped much of the program and expects to loan the material to other schools. This past fall, El Capitan High School, which serves a large minority constituency, has set up its own humanities program, using many of the materials developed at Valhalla (including the program outline and class projects). Also this year, other schools in the area will participate in Valhalla's Greek Festival.

Department of Religious Studies, University of California, Santa Barbara "Religious Contours of California: Mirror to the World's Religions"

The UCSB Department of Religious Studies selected nine or ten high-school teachers, with an eye towards their serving diverse kinds of students and representing a range of high-school courses (such as social studies, English, economics, and music). The teachers and selected UCSB graduate students in religious studies attended a series of nine seminars between April and June, all taught by religious-studies faculty. Each seminar focused on a particular religious tradition manifest in California.

The program began testing the curriculum in the classrooms of three Santa Barbara high schools in the fall of 1985. A proposal is currently before the Council to export the program to near-by Oxnard, which is predominantly Hispanic, with the currently trained high-school teachers and graduate students serving as mentors to the Oxnard teachers.



The Masaki family on their farm in West Sacramento, ca. 1915 (Percy Masaki, donor)

The project has produced four volumes of printed materials to date: *Volume One* includes the original proposal, lists and resumes of participants, an overview of the project's objectives, a research guide to religious studies, and materials from the State Department of Education promulgating criteria for evaluating instructional materials in history and social science. *Volume Two* contains the transcripts of each of the nine seminars on the major religions studied. *Volume Three* has one-page summaries of each of the seminars, plus extensive bibliographies. *Volume Four* contains the discussion in Walter Capp's seminar on the teaching of religion in public schools as well as proposals from the high-school teachers describing how they intend to incorporate the seminar's work in their classrooms, including plans for evaluating their courses.

The project has articulated several objectives:

- To represent the diversity and pluralism of religious traditions in the world by inspecting those visible in California;
- To create empathy for different traditions and the different ways of establishing value, perceiving reality, and encountering and envisioning personal and social problems;
- To help the student develop critical apparatus to make decisions about a variety of religious traditions;
- To create an appreciation in each student of his or her own religious tradition;
- To create a process—not simply a package of reading material—by which a secondary teacher can become part of a pluralistic, empathetic mode of awareness (not judgmental or persuasive) about religious traditions;
- To incorporate religious studies curriculum in a variety of courses in the high school;
- To learn more about the history of religious traditions in California and the results of the infusions of different religions in California;
- To create a content that is "primary and archetypal," able to be presented within a high-school course, relevant to both California and the world's history; and
- To create spin-off projects for the general public, such as the videotape "Spirit of the Valley" and the current slide/tape show funded by CCH, entitled "Images of Religious Diversity in California."

Constitutional Rights Foundation "History Day in California"

The Constitutional Rights Foundation is attempting to establish a permanent, state-wide History Day in California. The National Endowment for the Humanities provided \$10,000 to them in 1983 and \$5,000 in 1984. Upon notification of the Education Initiative grant from CCH, the Foundation requested that the grant be used to pay costs and honoraria to members of the State Advisory Committee. In addition, they proposed that the CCH award would cover ten mini-grants of \$600 each to a variety of school districts to sponsor a local humanities event that would bring humanities scholars together with high-school teachers. The grants are made available to small-town and rural communities that are relatively underserved by CCH funding. At last report, Fresno, Humboldt, Kern, Mariposa, Mendocino, San Luis Obispo, Shasta, Stanislaus, Tuolumne, and Yolo counties were being encouraged to submit mini-grant requests.

The project staff held "awareness meetings" in Los Angeles, San Francisco, Fresno, and Sacramento in an effort to encourage high-school teachers to meet and talk about how to implement a History Day at their schools. The afternoon meetings of the Advisory Committee concentrated on funding issues, basically how to ensure on-going funding for the Constitutional Rights Foundation.

Joint Projects Committee of the University of California and California State University with the State Department of Education "The California Humanities Project: A Cooperative Venture"

This rather vast project is co-sponsored by the CSU and UC systems, with additional support from the State Department of Education and California's community

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1984 CCH Education Initiative — A Progress Report

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colleges. Michael Hoffman, chair of the English Department, UC, Davis, became director of the project in the summer of 1985. The project's goal is to incorporate "cutting edge" research in the humanities into the middle- and secondary-school curriculum. Toward this goal, the project is holding three, three-day conferences. The first was held last May at UC, Berkeley; another is scheduled for Pomona in February 1986; and a third is proposed for the fall 1986.

Last May's conference participants—CSU professors, middle- and secondary-school teachers, community-college teachers, and UC scholars—were asked to respond in writing to the discussion at the conference. A large packet of those written responses was mailed to project members. The responses range from scattered thoughts to ruminations on how communication at the conference might be improved. Some teachers included detailed curriculum plans and syllabi for interdisciplinary and often advanced-placement or honors courses. Almost all responses reveal a commitment to diversity, cross-cultural communication, and a recognition of gender in history and literature. Almost all eschew a canon of great works.

After the February 1986 conference, 50 teams or regional partnerships of high-school, community-college and university teachers will be formed. According to the original proposal, the teams would spend two to three months preparing curriculum units for high schools, incorporating "cutting edge" humanities research presented at the conferences. At this time, the full extent of the teams' responsibilities, their exact number and composition, and their precise goals are still being decided.

Just how the project will actually incorporate "cutting edge" research in the humanities into the middle- and secondary-school curriculum is a recurring question. But the answer to the question of how to do so may be answered, in part, by how well the teachers and scholars communicate at the conferences themselves. Some answers may be found in the results of the work of the regional teams.

Claremont Unified School District "The Claremont Humanities Associates: A High School-College Institute for Strengthening Humanities Education"

The Claremont project formed an alliance of Humanities Associates, comprised of five Claremont professors in philosophy/religion, English, history, and mathematics and six secondary teachers in science, English, and social studies from Claremont High School. The secondary classes served were Advanced Placement Chemistry, Advanced Placement Composition and Renaissance Literature, The Novel and Dramatic Literature, American History, Great Classics of the World, and tenth-grade World History.

The Associates planned and implemented a curriculum entitled "Ages of History" in literature, language, and philosophy, inviting college faculty into classrooms once a week for 26 weeks. On any given week, students heard lectures on a variety of subjects and from different periods of history. Most of the coursework took place in advanced-placement classes. Coordination of the project was unanimously admired. Students were enthusiastic, and one teacher noted a marked difference in students' ability to generalize as compared to students not participating in the humanities project.

The Claremont district and Claremont High School serve a student body that is approximately one-fourth ethnic and minority. The project director commented at October Evaluation Conference, held at Claremont College, that one of the strengths of this project was its initial support from district personnel, parents and members of the community. At project's end the district published a guidebook, which describes how such a college/high-school collaboration can be put into place.

San Diego Unified School District "Crawford School for the Classics and Humanities"

Expenditures in this project just began in the fall of 1985. A request was submitted for a budget revision, reducing the amount of awards for instructional aides and using the funds, instead, for travel/conference allowances, books, and substitutes for teachers attending conferences and leading field trips that are part of the project.

The project's sponsors intend to design instructional materials, provide access to resources, and provide teacher in-service to create a "school-within-a-school" at Crawford. Originally they wanted to provide a sequential, three-year, integrated course of study in English, history, and Latin or fine arts to serve a total of 105 students, drawn from throughout the district. The school learned late in the project, however, that it cannot draw students district-wide, but must limit selection to students at the school site.

The project now serves one junior class and one sophomore class, drawn from the school's 1100 students (45% Caucasian, 20% Black, 23% Asian and 12% Hispanic). The regional assistant superintendent has committed \$20,000 to the project for "teacher staffing," which permits classes to be limited to 35 students.

Participants from Crawford at the CCH Evaluation Conference emphasized the importance of support from the district, including financial support, in order to lessen class size and better offer an integrated, interdisciplinary humanities program to students.

Oakland Unified School District "California Humanities Poetry Curriculum"

Five scholars in anthropology, art history, Afro-American literature, Western American literature and urban history have worked in classrooms with five poets-in-the-schools to introduce multi-cultural curriculum, poetry and writing assignments to students in 20 secondary English and history classes in all the major Oakland high schools. Examples of the best student poetry and prose are published at the end of each semester as is a curriculum guide, complete with bibliography and suggestions for classroom activities. Work in the classrooms is coordinated, when funds permit, with field trips to the Oakland Museum.

Participants from the project spoke up at the Evaluation Conference, suggesting that the Council's work should extend to fifth and sixth graders, an age, they said, when students are more interested in and open to curriculum about the world in general.

One scholar reported that he found it very difficult at first to communicate with high-school students. He also discovered that few students have the capacity to view their education as a responsibility. They lack discipline and concentration and do not have the most rudimentary ideas about composition, history, or social science. Part of the challenge for him as a scholar—and he thinks that the students are especially amenable to cross-cultural presentations—is to find ways to reach an under-literate group of adolescents. The many excellent examples of prose and poetry written by students suggest that the scholars succeeded in reaching the students and that the students were up to the task.

Graduate School of Education, University of California "New Immigrants in the California Classroom History Project"

The "New Immigrants" project had two goals: 1) to deepen teachers' understanding and appreciation of the history and cultural traditions of new immigrant groups in California and 2) to develop a collection of student- and teacher-produced writings to document the immigrant experience "and the realities of demographic

change in our schools." Last spring UC, Berkeley, held three, two-day weekend conferences for 15 teachers from the San Francisco Bay Area. In the summer they held an eight-and-one-half day intensive session for a group of 42 teachers around the State. The spring experience revealed that teachers need more time to discuss ideas and teaching strategies. The summer schedule allowed for more such discussions; meals at ethnic restaurants and informal evening presentations allowed more interaction.

The advisory committee suggested two follow-up sessions: one in October at UC, Berkeley, to allow 35 teachers to share their plans for developing project materials and to hear suggestions from Berkeley's Public Information Officer on ways to publicize project activities, and a second at Stanford to introduce teachers to the Paul Hanna collection, an archive that has agreed to store the project's curriculum materials.

Curriculum units developed by the project will be based on a model developed by Albert Camarillo in *Chicanos in California*. The format is considered appropriate for busy teachers and for mature high-school students. The units will include brief, overview essays written by the scholars, readings, discussion questions, and suggested activities scheduled over a five-day period. The series now includes units on the history and culture of the Philippines and Korea; principal religions of Asia; Indochinese history, geography and culture (including Hmong, Mien, Lao and Cambodians); and an overview of immigration history in the United States. Supplemental challenge-match funding may allow additional workshops on the history and traditions of Iran, Thailand, India, Afghanistan, Soviet Jews and Pacific Islanders.

Districts experiencing influxes of new immigrant groups are contacting project personnel to ask about possible workshops to increase public understanding of California's new immigrant groups, sometimes suggesting that they be made available to all school personnel, including custodians and cafeteria workers.

1986 Summer Seminars for Secondary-School Teachers

The Division of Fellowships and Seminars of the National Endowment for the Humanities is sponsoring 50 seminars in the humanities. Programs vary in length—four, five, and six weeks—and include the following areas of study:

- Classical, Medieval and Renaissance Studies
- Comparative Literature, Modern Literature, and the Arts
- English and American Literature
- History and Political Thought
- Philosophy and Religion

Applicants must be full-time or regular part-time teachers at public, private or parochial schools (grades 7-12). They must be U.S. citizens, native residents of U.S. territories, or foreign nationals residing in the country for at least three years prior to application. Participants will receive a stipend of \$1700, \$2025, or \$2350 (depending on length of seminar) to cover travel, books, room and board. *Applications due March 1, 1986.*

Contact: The National Endowment for the Humanities, Division of Fellowships and Seminars, Room 316, 1100 Pennsylvania Avenue, NW, Washington, DC 20506 (202/786-0463).

CCH Council Gains New Members and Loses Old Friends

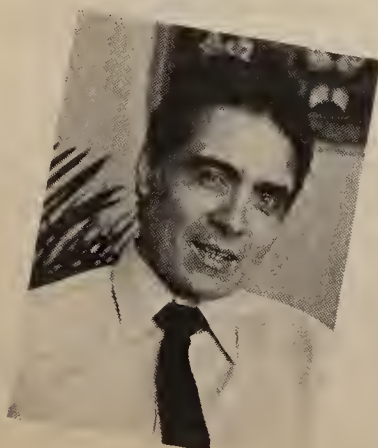
It's that time of year again when a few new faces appear on the Council and some old friends prepare to step down. In June we will lose *Lloyd B. Dennis*, *Carmen A. Estrada*, and *Andrea L. Van de Kamp*. We thank them for their service these past four years. We welcome the following new members:

Loni Ding is a San Francisco Bay Area film maker and president of Vox Productions, Inc. She has written and produced several successful PBS productions, including *Nisei Soldier*, *Bean Sprouts*, and *600 Millennia: China's History Unearthed*. She has been honored by the American Film Festival, Chicago International Film Festival, CINE Golden Eagle, and others. Ms. Ding also serves on the faculty of the University of California's Asian American Studies Department.

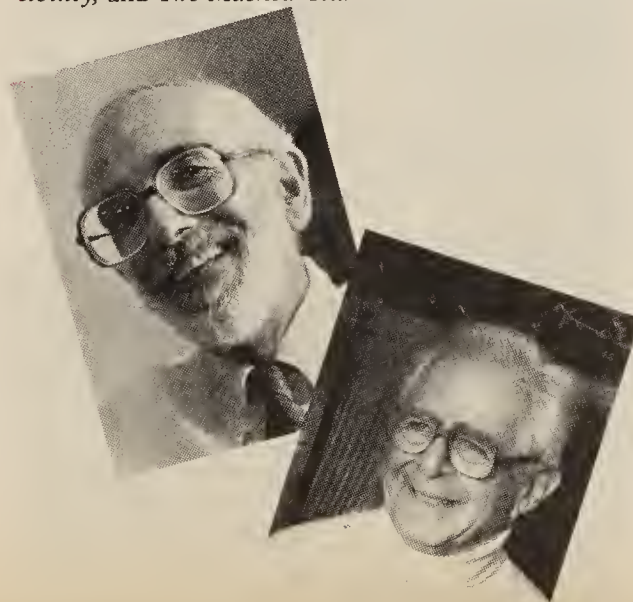


Charlotte Heth is associate professor of music at the University of California, Los Angeles, and director of the American Indian Studies Center. Her performances of American Indian folk music are recorded on videotape and record and she has spoken and written extensively on the many facets of Indian folk music and lore. She is familiar with the grantwriting process, having won two awards from the National Endowment for the Arts and two from CCH.

Duncan Knowles is vice president and director of leadership communications at the Bank of America in San Francisco. His role is to oversee the success of the bank's new Vision, Values and Strategies program, which he developed. In the past he has won a BankAmerica Presidential Recognition Award and a Division Excellence Award.



Herbert Morris is currently dean of humanities and professor of law at the University of California, Los Angeles. Among his professional services, he has chaired committees for the American Association of Law Schools and been a consultant to Law in a Free Society (NEH). His book credits include *Guilt and Shame*, *On Guilt and Innocence*, *Freedom and Responsibility*, and *The Masked Citadel*.



Professor Charles Muscatine teaches English at the University of California. Over the years he has served on several editorial boards, selection committees for fellowships and awards, and chaired university committees. From 1956-60 Muscatine was assistant dean of Berkeley's College of Letters and Science. He has published several books, journal articles, and reviews, specializing in the works of Geoffrey Chaucer.

Since 1973 *Carmen Zapata* has been president and managing producer of the Bilingual Foundation of the Arts (an Hispanic performing arts group). She has performed on Broadway in musicals such as "Oklahoma," "The Bells are Ringing," and "Guys and Dolls." She has served on numerous councils and committees, ranging from the United Way to the Mexican American Opportunity Foundation and has been honored by Women in Film, the Boy Scouts of America, and Congreso para Pueblos Unidos.



Finally, we wish to thank *Walter Capps*, professor of religious studies at the University of California, Santa Barbara, for his able work as chair since 1983. *Constance Carroll*, president of Saddleback College in Mission Viejo, is the new chair.

Call for Papers

The Monterey Institute of International Studies invites proposals for a symposium entitled *The Colonial Mind*, scheduled for November 21-23, 1986. The symposium will examine the colonial experience from an interdisciplinary perspective, focusing on "the ways in which that experience springs from, fosters, and/or perpetuates specific, identifiable habits of mind. Proposals will be accepted from a wide range of disciplines, including literature, history, anthropology, political science, international relations, economics, philosophy, and psychology. *Limit proposal to 500 words and submit by April 15, 1986.*

Contact: "The Colonial Mind," Dr. Daniel Shanahan, The Monterey Institute of International Studies, 425 Van Buren Street, Monterey, CA 93940 (408/649-3113).



Unidentified Chinese woman in Sacramento, ca. 1915 (Betty Fong, donor)

Summer Institute on Vergil's Aeneid for K-6 Teachers

The National Endowment for the Humanities is supporting a special summer institute at Miami University, Oxford, Ohio, for elementary teachers. Participants will spend four weeks (July 7 - August 1) studying Vergil's *Aeneid*. They will study the poem in terms of its literary interpretation; historical, political, mythical and artistic context; and value as a humanities text. Teachers will receive six hours graduate credit in the Department of Classics for attending lectures, discussion groups, workshops, seminars, and mini-courses. They also receive textbooks, room and board, transportation funds, and a \$500 stipend. *Applications must be received by March 3, 1986.*

Contact: Dr. Robert M. Wilhelm, Department of Classics, Miami University, Oxford, OH 45056 (513/529-3991).

December Grants

Humanities and Contemporary Issues

PICTURE BRIDES

Sponsor: I.E. Film Productions, Los Angeles
Director: Anthony Collins

CCH is supporting script development for a documentary film about the courtships and marriages between American men and Asian catalog brides. The film will examine the values and motivations of the men and women involved and the way such a cross-cultural marriage changes their respective cultural values. Research will look at cultural values that relate to marriage, international relations, and ethical issues of sex roles.

ETHICS AND THE ENVIRONMENT

Sponsor: Coyote Point Museum Association, San Mateo
Director: Lori Mann

Academic scholars and other experts will explore values and ethics as they relate to ecological concerns. Topics will include the historical development of environmental ethics, varying religious perspectives on the environment and their implications for management, laws as a reflection of environmental ethics, the ethics of food production and distribution, and others. The lecture/discussions are open to the public.

HUMANITIES IN THE PRISONS

Sponsor: San Quentin State Prison
Director: Jim Carlson

This is the pilot year for a new program designed to offer inmates workshops, seminars and discussion groups in the humanities. A part-time humanities scholar-in-residence will help coordinate the program, teach two seminars, and invite five additional scholars to speak to inmates. If successful, San Quentin will expand the program with additional workshop subjects. The director hopes this will become a model that can be disseminated throughout the State Department of Corrections.

ALTERING NATURE: ETHICS IN THE BIO-REVOLUTION

Sponsor: The Foundation for Ethical Studies, Mill Valley
Director: Marsha Mather-Thrift

This lecture/discussion series is designed to promote broad public involvement in the urgent ethical and social questions currently proposed by the development of new medical and biological technologies. The program will bring together scholars and experts from the humanities, pure sciences, and private sector to discuss philosophical and practical grounds for shaping a rational biological- and medical-technology policy.

LEO SZILARD'S ATOMS FOR PEACE CAMPAIGN

Sponsor: Marin Community Video, San Rafael
Director: Barbara Balitz

CCH funds will be used to develop a script for a video documentary on an Hungarian refugee physicist who was key first in inventing and advocating for development of the atom bomb and later in opposing the bomb on moral grounds. The purpose of the film is to give the public insight into the critical issues raised by the scientist through Szilard's writings, speeches and debates on international relations and arms control. The program will show over cable access PBS.

Humanities in California Life

MARY AUSTIN AND THE BASKET MAKER

Sponsor: Western Association of Women Historians, Berkeley
Director: Norma Fain Pratt

CCH will support the research and script-development phase of a documentary entitled "Mary Austin and the Basket Maker." The film will concentrate on two years (1898-1900) in the life of writer Mary Austin, using her letters, autobiography and essays from "The Land of Little Rain." It will examine three themes in Austin's work (the value of women, the interconnection of a culture and its geography, and the contribution of native Americans to the new Anglo society at the turn of the century).

Humanities for Californians

SYMPOSIUM AND TRANSLATION PROJECT FOR A SPECIAL ISSUE OF REPRESENTATIONS: "SEXUALITY AND THE SOCIAL BODY IN THE NINETEENTH CENTURY"

Sponsor: Representations journal, Berkeley
Director: Stephen Greenblatt

This special issue of the journal is entitled "Sexuality and the Social Body in the Nineteenth Century" and is directed toward questions concerning the social history of women and their health history. In conjunction with the issue, *Representations* will sponsor a one-day symposium. A scholar will first present a paper on the history of the medical treatment of women, then an interdisciplinary panel (anthropologist, historian, and physician) will respond and lead a discussion. CCH funds will support the symposium and pay for the translation of two of the articles to appear in the journal.

LEND US YOUR EARS: REACHING THE CALIFORNIA PUBLIC THROUGH PERFORMANCE

Sponsor: Shakespeare/Santa Cruz and the Dickens Project
Director: Mary-Kay Gamel and John O. Jordan

This project will offer a series of performance/discussions to the non-college public in the greater Santa Cruz area. Four of the performances will focus on the works of Shakespeare and four on those of Charles Dickens. During each performance, actors will stage scenes from selected works, an humanities scholar will introduce each and later lead a discussion with the audience. Discussions will include questions on loyalty to family, self and society; gender and class conflict; the stages of life; nature and culture.

HUMANITIES AND THE PROFESSIONS: LITERARY TEXTS, HUMANISTIC VALUES AND THE WORK OF THE PROFESSIONS

Sponsor: Brandeis University, Waltham, Massachusetts
Director: Sanford M. Lottor

Brandeis University will train six California humanists in the organizational design and pedagogic techniques of its award-winning, four-year project, "Humanities and the Professions." Day-long seminars, led by faculty from all humanities disciplines, use classic literary texts to stimulate practicing professionals to reflect on themes such as human judgment and the justice system, power and responsibility, knowledge and its limits, public roles and private feelings, and the individual's connection to and responsibility for others. At the project's conclusion, six California humanists will be able to develop, conduct and expand seminar programs for California's professional and business communities.

THE HISTORY OF DANCE IN SOCIETY: A CENTRAL VALLEY TOUR

Sponsor: Dance Through Time, Kentfield
Director: Carol Teten

Dance Through Time company members will translate history into performance through a series of lecture/demonstrations in five California cities. Each presentation will incorporate dance with philosophy, history, sociology and European history in an effort to illustrate some of the socio-historical changes that have occurred from the 15th to 20th centuries. Social dances, in particular, mirror the collective psyche of our society. The troupe expects to reach over 250 people in each city.

Dissemination of the Humanities

CALIFORNIA OLD-TIMERS: 1986

Sponsor: The American Museum; Nevada County Office of Education; Nevada County Historical Society; Nevada County Arts Council; and Sierra Nevada Arts Society
Director: Dianna R. Kincaid

"California Old-Timers: 1986" is part of a multi-faceted Nevada County Heritage Program in the northern Sierra Nevada Mountains. This project involves school children and professionals in recording oral histories and will culminate in a gathering of old-timers at the American Victorian Museum (an event that will be broadcast live on public radio). The goal is to collect the personal memories and histories of the gold era before all the old-timers are gone and to bring this colorful era in California history to life. The videotaped interviews will be on display at the museum and shown on PBS.

Continued on page 7



Mexican track workers, employees of the Southern Pacific Railroad, ca. 1920 (Antonia Castaneda, donor)

December Grants

Dissemination of the Humanities

Continued from page 6

THE OLDER WOMEN'S FILM PROJECT

Sponsor: The Film Arts Foundation, San Francisco
Director: Michael Aviad

The Older Women's Film Project will produce a 58-minute documentary on the lives of older women living in California. The core of the film is comprised of intimate portraits of five women who testify to the specific sources of their strength and forms of struggle in their daily lives. Information is divided into four themes: appearance and sexuality, image and self-image; familial roles and relations; struggle for survival; and the quest for value, meaning and purpose. The goal of the film is to provide a cultural context for understanding both the myths concerning older women and their roles in real life.

CALIFORNIA TIMES RADIO SERIES

Sponsor: American Communications Foundation
Director: Cynthia Perry

With the help of CCH funds, California Times has aired its weekly series of half-hour radio documentaries on 35 commercial stations and 8 public broadcast stations in California. The program introduces listeners to a broad range of subjects (e.g., history, cultural issues, robotics, children's literature, politics, religion, neo-natal rights, medical experimentation). All programs are produced with direct input and participation from humanities scholars.



Elsie Thrower, a Southerner, in her backyard corn patch in North Sacramento, ca. 1946 (Hugh Thrower, donor)

FROM THE OTHER SIDE

Sponsor: El Centro Cultural de la Raza, San Diego
Director: Lorena M. Parlee

"From the Other Side" documents the long struggle of minority women for equity in America. Through the use of photographs, archival footage, vintage music, and interviews, the film places the social and political involvement of women of Mexican descent in California and the Southwest in cultural and historical context. The program centers on the stories of six women—their experiences in the Mexican Revolution of 1910 and the lessons they learned and brought with them to California. Their stories illustrate their resilience in overcoming the difficulties faced by immigrant women as they move into communities and the workforce of a new country during a time of increasing change.

AMERICAN SOCIAL HISTORY PROJECT

Sponsor: The Graduate Center and Research Foundation of City University of New York
Director: Stephen Brier

The American Social History Project (ASHP) is developing and producing a series of study guides/pamphlets to accompany seven, already-completed, audio-visual productions on important topics and themes in American history. The films place ordinary people at the center of our history and help students and the public see how people much like themselves were active agents in shaping modern America. ASHP will introduce these materials to community college and high-school teachers in California.

Upcoming Events of CCH-Sponsored Projects

Jan. - May 25 "A Social History of Los Angeles: An Examination of Suppressed Realities beneath Political Myths," A series of 11 lectures held each Sunday, sponsored by and held at Beyond Baroque Literacy/Arts Center, Venice. *Contact: Dennis Phillips (213/822-3006)*

Jan. - June "Altering Nature: Ethics in the Bio-Revolution," A lecture series sponsored by The Foundation for Ethical Studies and held at the College of Marin. *Contact: Marsha Mather-Thrift (415/388-4651)*

Ongoing "A Bicentennial Celebration of the U.S. Constitution: Retrospection through Live Theatre," Performances held at the Ukiah Players' Theatre, Low Gap Road, Ukiah. *Contact: P. Edwin Nickerman (707/462-2345, X229)*

Feb. 13 "Images of Religious Diversity in California: Reflections of a Pluralistic World," A slide show and lecture held at the Old Mission, Santa Inez. *Contact: Susan Steiner (805/961-4831)*

Feb. 17 "Images of Religious Diversity in California: Reflections of a Pluralistic World," A slide show and lecture held at the Reciprocity Bureau, PEO, Chapter OK, Santa Barbara. *Contact: Gerald Larson (805/961-3578)*

Mar. 1-2 "Ethics and Economics: Public Forums on Democratic Participation in Economic Decision-Making," Forum topic is Worker-Owned Cooperatives and Democratic Decision-Making and will be held at Laney College, Oakland, 8:30 - 5 (Sat) & 8-12 (Sun). *Contact: Harlan Stelmach or Ron Stief (415/848-1674)*

Mar. 5 "Ethics and the Environment," A lecture entitled "History of Environmental Ethics" to be held at the Coyote Point Museum, San Mateo. *Contact: Lori Mann (415/342-7755)*

Mar. 5 "Images of Religious Diversity in California: Reflections of a Pluralistic World," A slide show and lecture held at the Casa de la Raza, Santa Barbara. *Contact: Susan Steiner (805/961-4831)*

Mar. 13 "Images of Religious Diversity in California: Reflections of a Pluralistic World," A slide show and lecture held in conjunction with the American Association of University Women at the Unitarian Church, Santa Barbara. *Contact: Susan Steiner (805/961-4831)*

Mar. 13 "Ethics and Economics: Public Forums on Democratic Participation in Economic Decision-Making," Forum topic is Our Food and Agricultural System and Policies for Its Future Sustainability to be held at the Stockton Inn, Stockton all day. *Contact: Harlan Stelmach or Ron Stief (415/848-1674)*

Apr. 16 "Ethics and the Environment," A lecture entitled "Film, Literature and the Environment" to be held at the Coyote Point Museum, San Mateo. *Contact: Lori Mann (415/342-7755)*

Apr. 18-20 "American Social History Project," The project will introduce its study guides/pamphlets at some point during the meeting of the California State Teachers to be held in San Jose. *Contact: Stephen Brier (212/944-8695)*

Apr. 18-20 "Reclaiming a California Legacy: Priorities for Humanities Education," A conference sponsored by the California Humanities Association to be held at Claremont College. *Contact: Nita Corinblitt (818/780-7387)*

Apr. 19 "Images of Religious Diversity in California: Reflections of a Pluralistic World," A slide show and lecture held at Claremont College. *Contact: Phillip Hammond (805/961-3578)*

Apr. 19-20 "Children of Interracial Families," A conference sponsored by the Council on Interracial Books for Children (New York) and held at Children's Hospital, Oakland. *Contact: Kate Shackford (212/757-5339)*

Apr. 21 or 22 "Images of Religious Diversity in California: Reflections of a Pluralistic World," A slide show and lecture held at the Continuing Education Center, Natural History Museum, Santa Barbara (check date closer to time of show). *Contact: Susan Steiner (805/961-4831)*

Apr. 25 "Sexuality and the Social Body in the Nineteenth Century," Colloquium for a special issue of Representations Journal to be held at the University Art Museum, Berkeley. *Contact: Barrett Watten (415/642-9044)*

Report to the State

CCH's Report to the State 1981-1985 is available. Please call the Council office nearest you if you wish a copy.

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NEXT DEADLINE: April 1, 1986

Proposals for these deadlines must conform to the 1986/7 Program Announcement. Send 10 copies of all proposals (14 copies of media proposals) to the San Francisco office by the date due.

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NETWORK

Ethnic Communities in the Sacramento Valley

This past August, the Sacramento History Center opened its doors to the public. It offers the public a wonderful opportunity to delve into the many facets of California's capital city. The exhibits introduce visitors to some of California's early native cultures, the Spanish exploration and colonization, the Gold Rush era, and to business, community and agricultural life in the Sacramento Valley. One aspect to Sacramento's intriguing history is the impact of ethnic groups on its development, impressively displayed in the Center's Community Gallery.

The California Council for the Humanities is pleased to have sponsored much of the research and development for the study of ethnic communities in the Sacramento area. Historians, anthropologists, and cultural geographers identified over 90 ethnic groups in the region's 100-year history and conducted extensive research on 22 of the largest groups. They collected photos, oral histories, and artifacts. In addition to displaying materials in the Community Gallery, Kathryn Gaedert (project director and curator of history at the Center) and others worked to distill the information into an interactive videodisc system that the public can access during their visit to the Center. Through a system of computers, hard disk storage, and touch-screen input panels, people may delve as deeply as they wish into the many aspects of Sacramento's colorful ethnic history.

"The Sacramento History Center is committed to presenting a cohesive, all encompassing vision of community, not the one-sided historical

perspective of the dominant culture." It has succeeded. The Center and the Community Gallery in particular are well worth a visit. It is located at 101 "I" Street, Old Sacramento (449-2057) and open from 10 to 5 daily.

The early photographs reproduced in this issue were collected during the project's research phase and are used with the permission of the Sacramento Museum and History Division.



Young, Native American dancers of Maidu and Pomo descent, ca. 1920 (Dr. D. Theodoratus, donor)

RFP Announcement and Program Updates

The CCH is a state-based affiliate of the National Endowment for the Humanities